2009 Grade 12 Exit Survey

What's on Your Mind?

Anglophone Sector

New Nouveau Brunswick

Be...in this place • Être...ici on le peut

Department of Education

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The ***2009 Grade 12 Exit Survey – What's on Your Mind?*** can be found on the Department of Education website at: www.gnb.ca/0000/pub-e.asp#stat

Le rapport pour le secteur francophone **Sondage de fin d'études secondaires 2009 – Qu'est-ce que t'en penses?** est disponible au www.gnb.ca/0000/pub-f.asp#stat

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Executive Summary

The Department of Education administered a survey among high school students concerning their experience at school, as well as their plans for the future. The survey was composed of nine sections:

- Demographic Information
- Academic Background
- School Environment
- E-Learning and New Technologies
- Enrichment Opportunities
- Language Skills
- Physical Activity and Healthy Living
- Learning Environment
- My Future

The survey was sent to a sample of graduates (35%) from both linguistic sectors in May 2009. In order to gather reliable data, each school received a list of names and students were required to answer a series of questions. The list of Grade 12 students was generated at random using the Central Student Data Repository (CSDR) at the Department of Education.

Student Profile

The number of respondents was split almost equally between male and female. The majority of respondents (95%) spoke English at home and 2.7% spoke both French and English at home. Sixty-five percent of respondents lived with both parents and almost 18% with their mother. The vast majority (94%) of respondents were Canadian citizens born in Canada. Nine percent of respondents declared they were part of a visible minority, 3.9% a person with a disability and 8.4% followed a special education plan.

School Marks

It should be noted that school marks were provided by the respondents and may not represent the results actually achieved. Keeping this in mind and the fact that the number of students surveyed is but a sample of overall enrolment in these courses, Physics and Chemistry were those in which the failure rate (less than 60%) was the highest. On the flip-side, Computer Science, History and Environmental Science were the three subjects in which marks were the highest.

Seven out of ten respondents never had to take a course more than once to receive a passing mark in high school. Nineteen percent had to retake at least one course, 6.7%, two courses and 4.1% had to retake three courses or more.

School Environment

Overall, respondents were satisfied with the school environment and enjoyed their experience at school. Seventy-nine percent said students were generally well behaved in class and 66% did not believe that learning was interrupted by discipline problems. Seventy percent of the respondents believed that discipline was managed effectively at school. Although 84% believed their school was a safe environment and 78% a place where they felt respected, 39% of respondents said they had, at one point, felt like an outsider at school.

Bullying at school was present at all grade levels, but more significantly in Grades 6 to 8, where 37% of respondents reported being bullied. Almost half of the respondents said it happened frequently and the majority were bullied by the same individuals. Despite being victims of bullying, only 36% reported it to their teachers and 53% reported it to their parents.

E-Learning and New Technologies

Overall, respondents were satisfied with the access to computers at school, their ability to use computers effectively and the usefulness of the computer skills they acquired. However, 29% were dissatisfied with the opportunities their school gave them to improve their computer skills, and one out of three were dissatisfied with opportunities to participate in online courses. Twenty-eight percent of respondents indicated they were enrolled in an online course during high school of which 60% indicated they were satisfied with the online course.

For the most part, respondents were comfortable using computer technology as a learning tool. About 89% said they often used computer technology at home and 83% at school, as a research tool for school projects. Almost 81% of respondents said their teachers used computer technology as a learning tool.

Enrichment Opportunities

Roughly half of the respondents said they regularly or sometimes had the opportunity to participate in cultural activities organized by the school and outside of school. Sixty-four percent of respondents said they regularly or sometimes read the newspaper or online news, or watch TV news. However, almost 71% said they never or rarely used their public or school library resources.

In all, one in three respondents participated in a work experience program during high school and 7.3% in a youth apprenticeship program.

Thirty-seven percent of respondents indicated that they never or rarely had the opportunity to participate in volunteer learning experiences. However, more than half said they regularly or sometimes had the opportunity to participate in trades courses and work-based learning, while almost 84% said they regularly or sometimes had the opportunity to participate in arts courses.

Part-time employment is the activity to which respondents devoted the most time, followed by sports and activities organized by the school. Forty-five percent spent 10 hours or more a week at a part-time job. Although only 17% of respondents said they devoted at least one hour per week to a social action group, half of the respondents did at least one hour of volunteer work in the community per week, including 4.8% who volunteered more than 10 hours per week.

Respondents had limited knowledge of school and district governance. The large majority of respondents knew nothing or very little about the District Education Council and Parent School Support Committee. Regarding different levels of government, 47% of respondents knew a fair amount or a lot about the Government of Canada, 41% about the Government of New Brunswick and 28% about municipal government. Although the majority of respondents had only limited knowledge of government, over three-quarters planned to vote in the next federal and provincial elections and 73% at the municipal election.

Just over 16% of respondents did not know whether their parents or guardians were involved in school or district governance. Only 3.5% of respondents confirmed that their parents were involved in the District Education Council, 9.9% in the Parent School Support Committee and 9.7% in the Home and School Association.

Language Skills

Fifty-four percent were never enrolled in a French Immersion Program. Of the 46% of respondents who were enrolled in French Immersion, 55% were enrolled in early immersion and 45% in late

immersion. Almost 61% percent remained in an immersion program while nearly 29% said they switched to the English program in high school and 11% switched before.

When they were taught French as a second language, 59% could easily understand their teacher and 45% could easily understand new ideas in French. Forty-two percent were comfortable using French outside school, however only 18% indicated using French in their daily activities.

Nearly 12% of respondents indicated being enrolled in a third language course at school and 65% were dissatisfied with the opportunities their school provided to participate in such courses. Roughly 16% of respondents were comfortable using a third language and the main reason for learning a third language was personal interest.

Physical Activity and Healthy Living

The majority of respondents seemed satisfied with the opportunities they were given to participate in activities other than Physical Education and to develop positive attitudes toward physical activities. In addition, nearly 75% of the respondents affirmed that their school promoted healthy eating and 72% that teachers showed a positive attitude towards healthy living and health related issues.

Learning Environment

The vast majority of respondents were satisfied with the learning environment and their teachers. Over 86% agreed that their teachers knew their subject and cared about their learning success. According to over three-quarters of the respondents, resources were available to help them understand a lesson. Eighty-eight percent said the lessons involved discussion, projects, and activities. Nearly 69% believed their school had strong school spirit and a positive learning environment, and just over three-quarters said their school offered activities and initiatives for the betterment of students.

My Future

The majority of respondents planned to pursue some form of post-secondary education after they finished high school including 37% who planned to study at a public university in New Brunswick, 18% at a New Brunswick Community College, 13% in a university outside New Brunswick and 3.5% at a college outside the province. Almost 11% of the respondents did not intend to pursue studies immediately. Only 1.4% of respondents intended to begin work with no plans to undertake further studies, and 3.0% intended to take time off from work and studies altogether.

Most respondents, as well as their parents, expected to obtain a university degree followed closely by a certificate or diploma in two years or less. Only 8.9% of respondents planned to stop at high school.

According to respondents, not having enough money was the main barrier to pursuing a post-secondary education.

The majority of respondents appeared satisfied with the knowledge acquired at school. Just over three-quarters said they were satisfied with the quality of education received in school and believed they had learned the skills and developed the abilities needed to pursue further studies. Seventy-four percent of respondents believed that school prepared them for post-secondary studies and 66% for work.

Nearly 54% of respondents planned to stay in the province and nearly 29% planned to leave the province but come back in a few years. Only 18% of respondents planned to leave the province with no plan to come back.

Methodology

In May 2009, the Department of Education sent all high schools in the province the *2009 Grade 12 Exit Survey – What's on Your Mind?*. The survey provides graduates the opportunity to share their opinion on various issues such as enrichment opportunities at school, access to new technologies, and the school environment. The survey also provides the Department with data on students' plans after high school and their perception of how well their school prepared them for the future.

It should be noted that the objective of this survey is to gather information about students' school experience and is not an evaluation of schools and districts. The survey is part of the Department's ongoing effort to be transparent and accountable, and the data gathered helps inform decision-making.

Sample Design and Selection

The Exit Survey was developed in consultation with various sectors of the Department and district superintendents in 2006. To ensure continuity in reporting, the same questions were used in the 2009 survey, however one question was added in 2008 regarding experiential learning opportunities. The questionnaire informs the various targets set by the Department.

A list containing the names of randomly selected Grade 12 students, representing 35% of the school's graduating population, was submitted to each high school in the province. Each school received a list of 10 additional names to replace students who could not participate in the survey owing to extended absence or other valid reasons. This list of additional names could be increased at the request of a school principal. The rate of return varied from one school to another, but a total of 1,799 students were surveyed, which represents 29% of the entire Grade 12 student population in the anglophone sector as of March 2009.

Note: The same sampling rules also applied to the francophone sector.

Data Analysis

The survey is made up of different questions organized into nine themes (Appendix A). Students were instructed to answer the questions, unless otherwise indicated, as an overview of their high school experience. Only one answer was accepted for each question. Students who did not answer or who answered a question incorrectly are not included in the total sum (n=). Consequently, a specific number 'n' is associated with each question. For some of the questions, an N/A option was available for students to whom the question did not apply (e.g. satisfaction with one or more of the online courses in which the student was enrolled). To get a more representative overview of the results, the "N/A" answers are not included in the analysis.

Since the survey was administered to a sample of students, the results obtained may not be representative of the opinion of all students. Consequently, the term "respondent" is used in this document to refer to the students surveyed.

The SPSS program was used to analyze the data.

Section A – Demographic Information

Student Profile

Table 1 shows the demographic profile of students who participated in the Exit Survey.

- The number of respondents was split almost equally between male and female.
- English was the language most spoken at home. Almost 95% of respondents spoke English at home and 2.7 % spoke both French and English at home.
- The vast majority of respondents were 17 or 18 years old.
- Five percent of respondents self-identified as Aboriginal, including 3.5% living in a First Nation community, and 1.5% not living in a First Nation community.
- Just over 9% of respondents said they belonged to a visible minority.
- On the whole, the vast majority (94%) of the respondents were Canadian citizens born in Canada.
- Just over 65% respondents lived with both parents, while approximately 18% lived with their mother. Less than 5% of the respondents lived with their father and 4.3% shared time between their mother and father.
- Almost 4% of respondents said they are a person with a disability, and 8.4% said they follow a special education plan.

Table 1 – Student Profile	
Gender (n[1]=1795)	
Male	49.6%
Female	50.4%
Language spoken at home (n=1786)	
English	94.5%
French	0.7%
Equally, both French and English	2.7%
Other Language(s)	2.1%
Age (n=1794)	
16 or under	0.3%
17	48.5%
18	43.8%
19	6.0%
20	0.9%
21 or over	0.5%
Member of a visible minority or an Aboriginal person (n=1764)	
An Aboriginal person living in a First Nation community	3.5%
An Aboriginal person not living in a First Nation community	1.5%
A visible minority *(other than Aboriginal)*	9.1%
Citizenship (n=1777)	
A landed immigrant in Canada	3.0%
A non-permanent resident of Canada	0.7%
A Canadian citizen born in Canada	94.4%
Other	1.9%
Living with (n=1782)	
Both parents	65.3%
Mother only	17.7%
Father only	4.8%
Time shared between mother and father	4.3%
Guardian(s)	3.2%
Other	4.7%
A person with a disability (n=1780)	
Yes	3.9%
Following a special education plan (n=1786)	
Yes	8.4%

[1] (n=): number of respondents

Most Recent Marks

Although the academic data varied depending on the subject, the overall proportion of students in each category is similar. More than half of the respondents reported receiving marks in the 70% to 89% range in most subjects.

Computer Science (75%), History (66%) and Environmental Science (62%) are the three subjects in which marks were the highest[2]. Conversely, Chemistry (9.5%), Physics (7.6%), and Mathematics (6.7%) are the three subjects with the highest failure rates (less than 60%). It should be noted that these marks were self-reported and may not represent the actual results achieved.

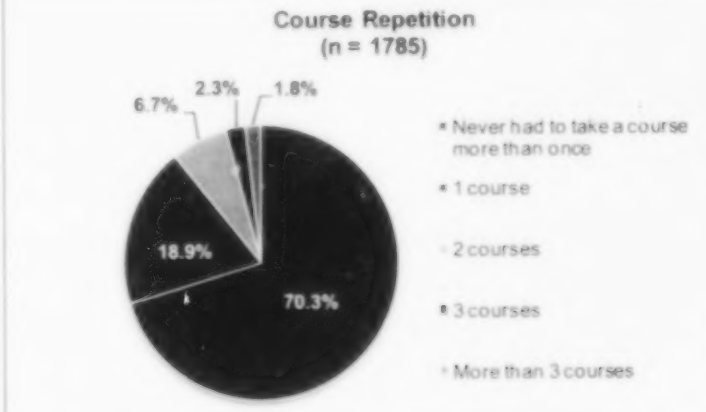
Table 2 – Most Recent Marks
What were your most recent marks in the following subject areas?

	90% or more	80%-89%	70%-79%	60%-69%	Less than 60%	n
Mathematics	19.2%	24.9%	25.8%	23.5%	6.7%	1675
English	18.2%	39.4%	25.3%	14.5%	2.6%	1738
French second language	27.5%	33.1%	21.3%	14.6%	3.5%	1246
Biology	21.1%	32.9%	23.8%	16.1%	6.1%	1309
Physics	23.8%	28.1%	21.0%	19.5%	7.6%	878
Chemistry	22.8%	29.4%	20.7%	17.7%	9.5%	1098
Computer Science (any)	45.3%	29.5%	14.1%	8.1%	2.9%	752
Law	29.7%	29.8%	21.8%	12.0%	6.6%	650
History	28.8%	37.1%	21.1%	11.9%	1.1%	1594
Environmental Science	29.9%	32.0%	19.6%	13.8%	4.6%	668

Course Repetition

Over 70% of all respondents never had to take a course more than once to receive a passing mark during high school. Nineteen percent had to retake one course, and 6.7%, two courses. Only 4.1% of respondents had to retake three or more courses to receive a passing mark.

Figure 1 – Course Repetition
Did you have to take any high school courses more than once in order to receive a passing mark; if yes, how many courses?



[2] Includes marks of 80% or higher

Section C – School Environment

Satisfaction with the School Environment

Results show that respondents seemed satisfied with the school environment. Just over 70% of respondents believed that discipline was managed effectively at school. Nearly 79% of students were well behaved in class but only 59% said students were well behaved outside of the classroom. In all, 66% of respondents did not believe that learning was interrupted by discipline problems.

Slightly more than 84% of respondents agreed or strongly agreed that their school was a safe environment and 78% agreed or strongly agreed that it was a place where they felt respected. However, 39% disagreed, including almost 11% who strongly disagreed with the statement that their school was a place where they never felt like an outsider.

Seventy-eight percent of respondents enjoyed their school experience, and nearly 65% considered their school experience academically challenging. Finally, almost 73% said the variety of courses available met their expectations.

Figure 2 – Satisfaction with the School Environment
How do you feel about each of the following statements?

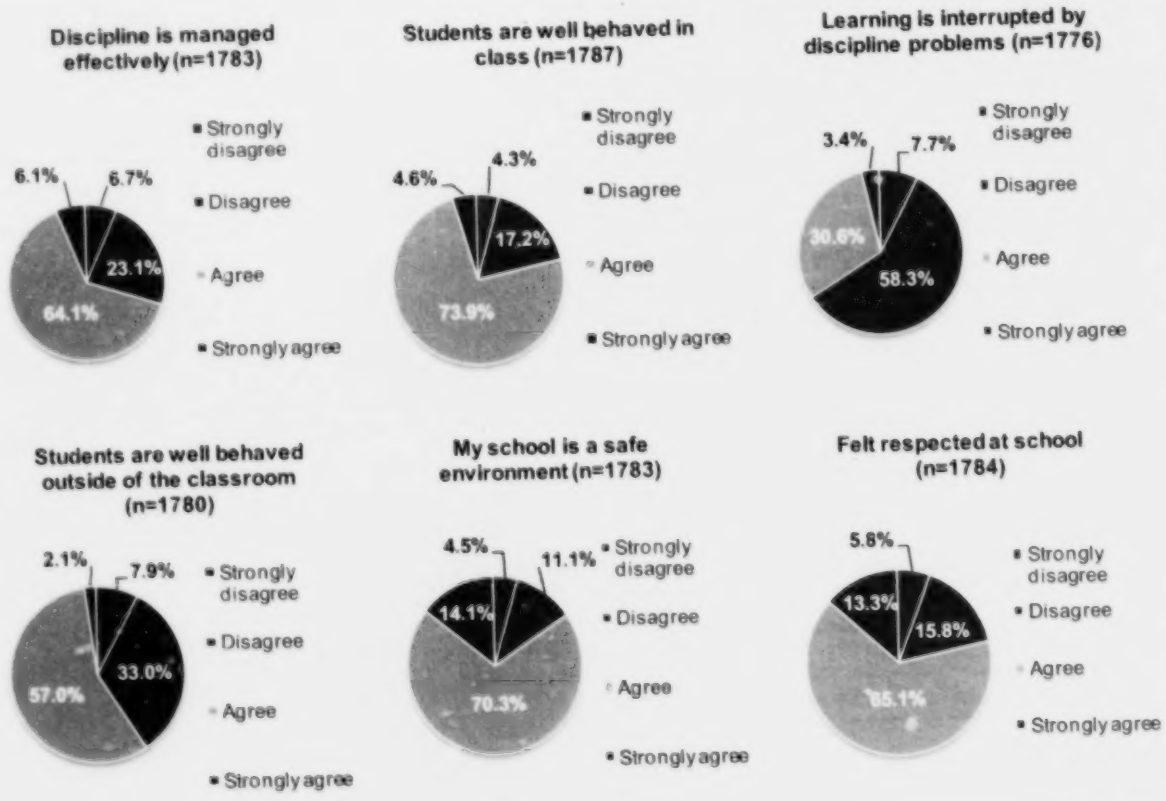


Figure 2 – Satisfaction with the School Environment
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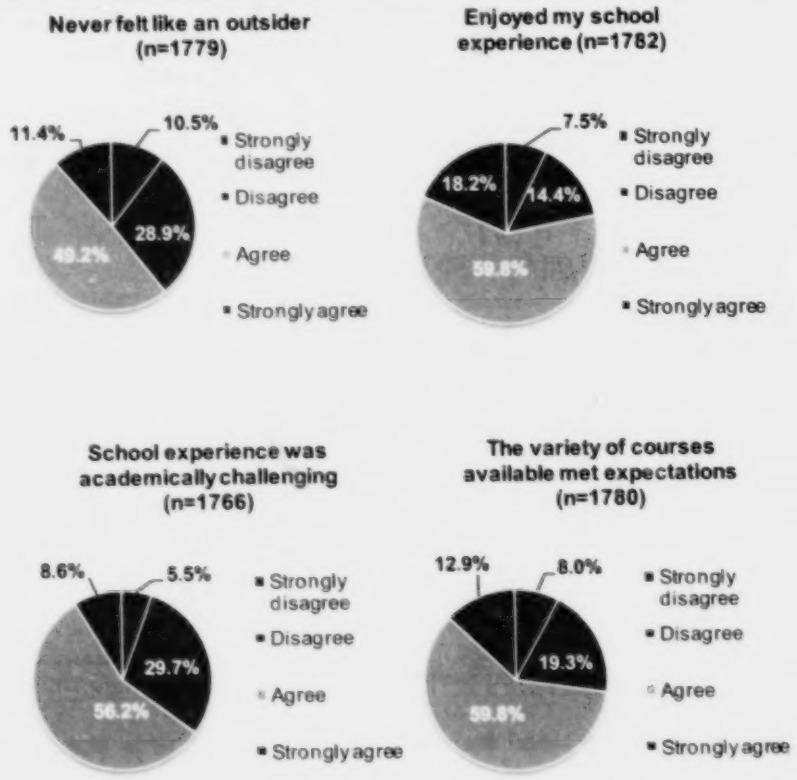
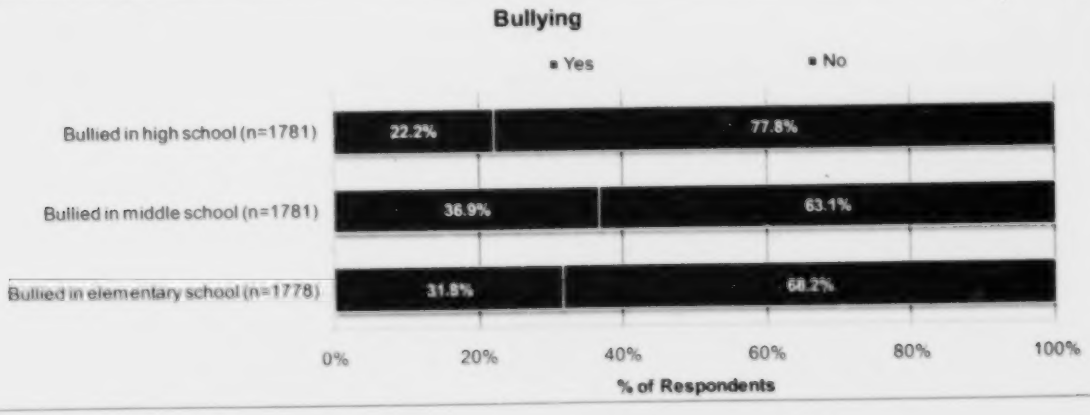


Bullying

Bullying at school was present at all grade levels, but more significantly in Grades 6 to 8, where 37% of respondents reported being bullied. Thirty-two percent of respondents were bullied in elementary school and 22% in high school.

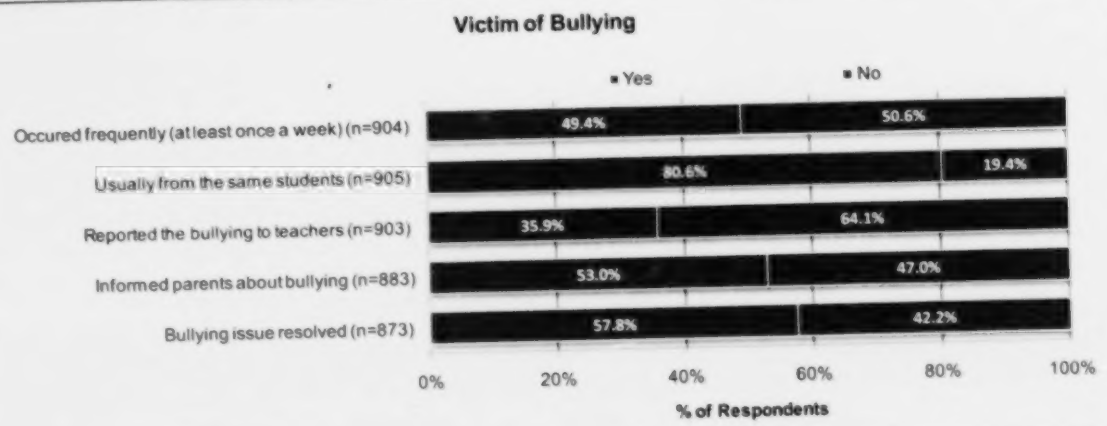
Figure 3 – Bullying



Victim of Bullying

Of the respondents who reported being bullied at school, half were bullied frequently and the majority were bullied by the same people (81%). Only 36% of respondents reported it to their teachers, but more than half reported being a victim of bullying to their parents. In the end, about 58% of the victims said the issue had been resolved.

Figure 4 – Victim of Bullying

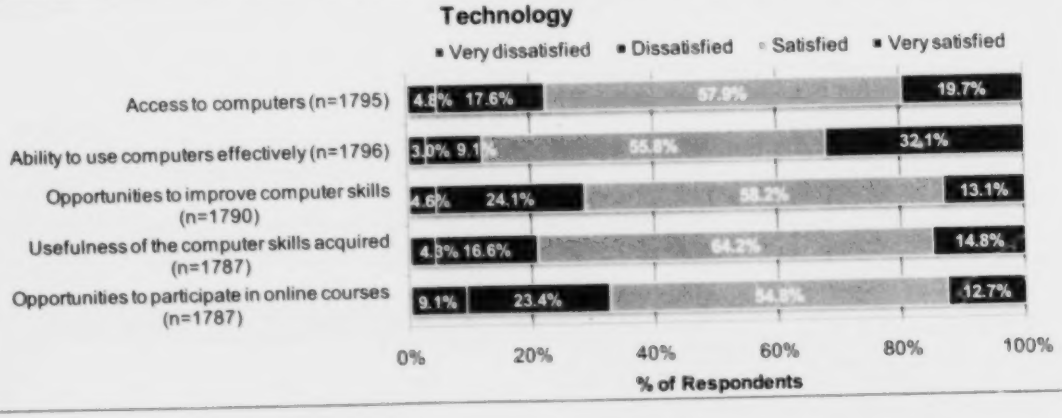


Section D – E-Learning and New Technologies

Satisfaction with Technology Used at School

When asked to indicate their level of satisfaction with technology, 78% of respondents were satisfied or very satisfied with their access to computers at school. Seventy-nine percent of respondents were satisfied with the computer skills acquired at school. While 88% of respondents were satisfied with their ability to use computers effectively, 29% said they were dissatisfied or very dissatisfied with the opportunities their school gave them to improve their computer skills, and nearly 33% were dissatisfied or very dissatisfied with opportunities to participate in online courses.

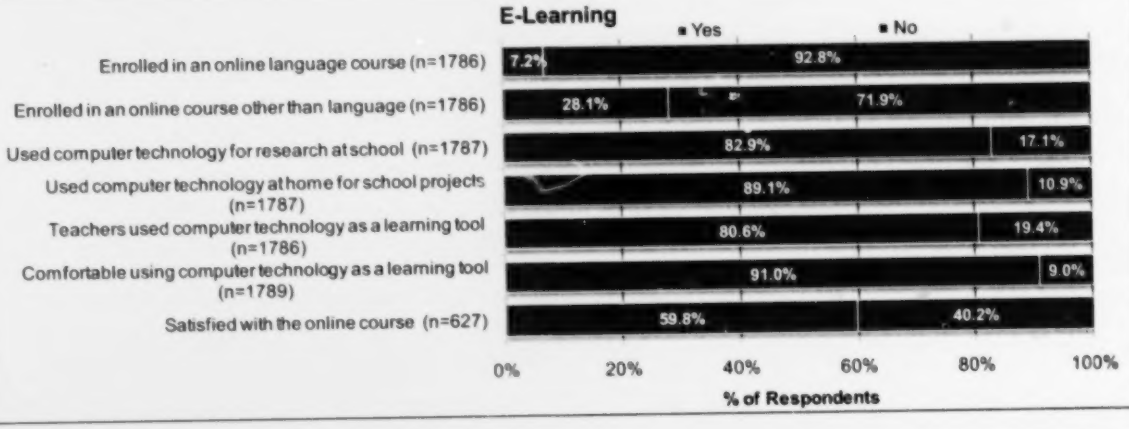
Figure 5 – Satisfaction with Technology Used at School
Indicate your level of satisfaction for each of the following statements.



E-Learning

Twenty-eight percent of respondents indicated they were enrolled in an online course during high school and an additional 7.2% in an online language course. Sixty percent indicated they were satisfied with the online course they were enrolled in. About 89% said they often used computer technology at home and 83% at school, as a research tool for school projects. Nearly 81% of respondents said their teachers used computer technology as a learning tool.

Figure 6 – E-Learning



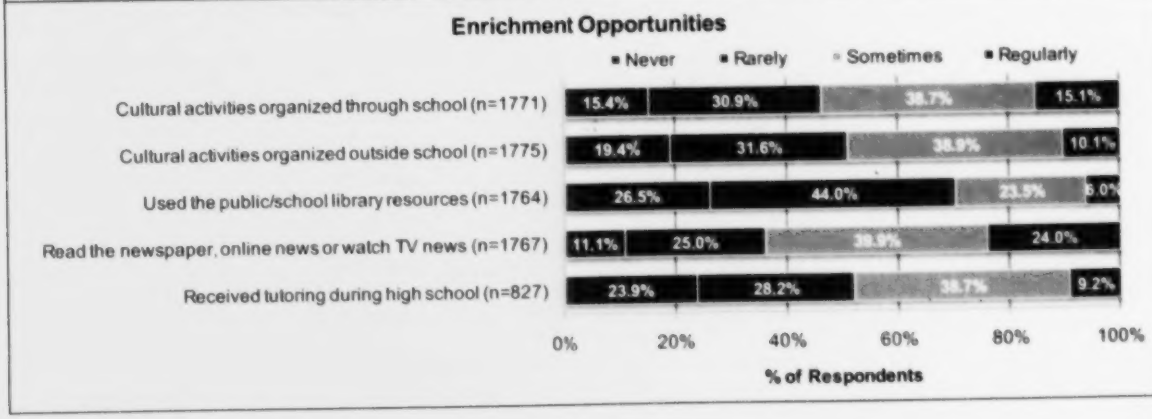
Section E – Enrichment Opportunities

Enrichment Opportunities at School and Outside School

When asked to indicate the opportunities they had to participate in enrichment activities, just over half of the respondents said they regularly or sometimes had the opportunity to participate in cultural activities organized by the school and in activities organized outside of school.

Almost 71% of respondents said they never or rarely used public or school library resources. However, 24% read the newspaper or online news, or watched TV news on a regular basis, and 40% did so occasionally. Forty-eight percent of respondents sometimes or regularly received tutoring during high school.

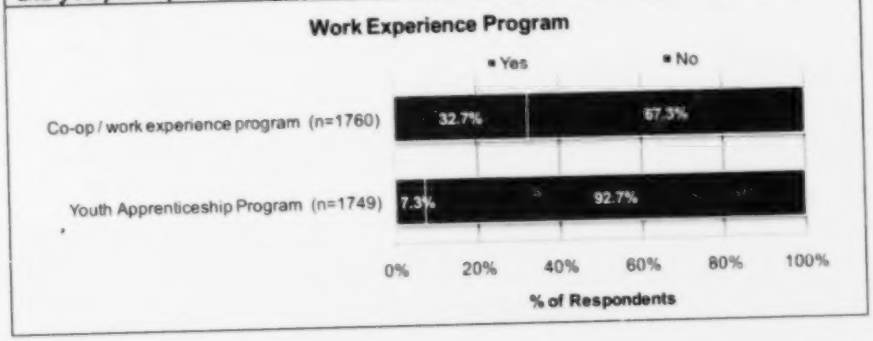
Figure 7 – Enrichment Opportunities at School and Outside School



Participation in a Work Experience Program

In all, 33% of respondents participated in a work experience program during high school and 7.3% in a youth apprenticeship program.

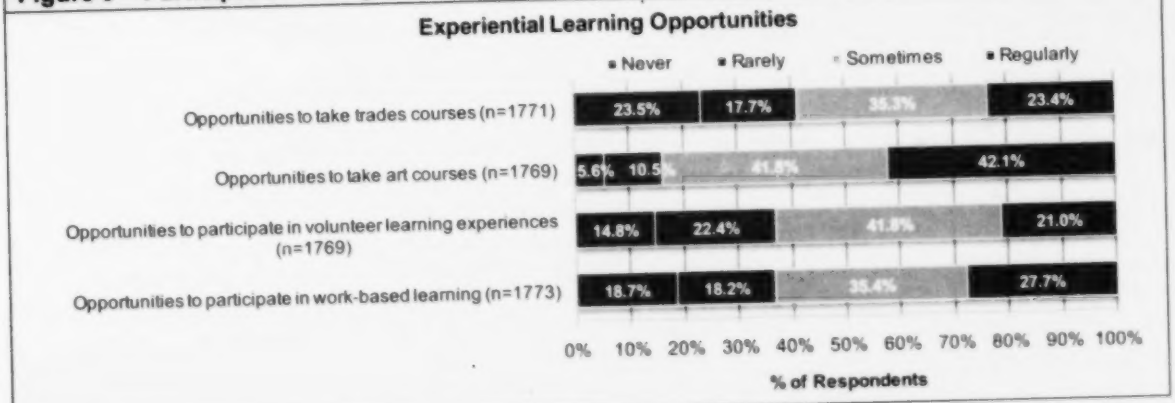
Figure 8 – Participation in a Work Experience Program
Did you participate in any of the following during your high school years?



Experiential Learning Opportunities

When asked to indicate the occasions they had to participate in experiential learning opportunities, over half of the respondents said they regularly or sometimes participated in trades courses (59%), art courses (84%) and work-based learning (63%). Thirty-seven percent of respondents indicated that they never or rarely had the opportunity to participate in volunteer learning experiences.

Figure 9 – Participation in Experiential Learning Opportunities



Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

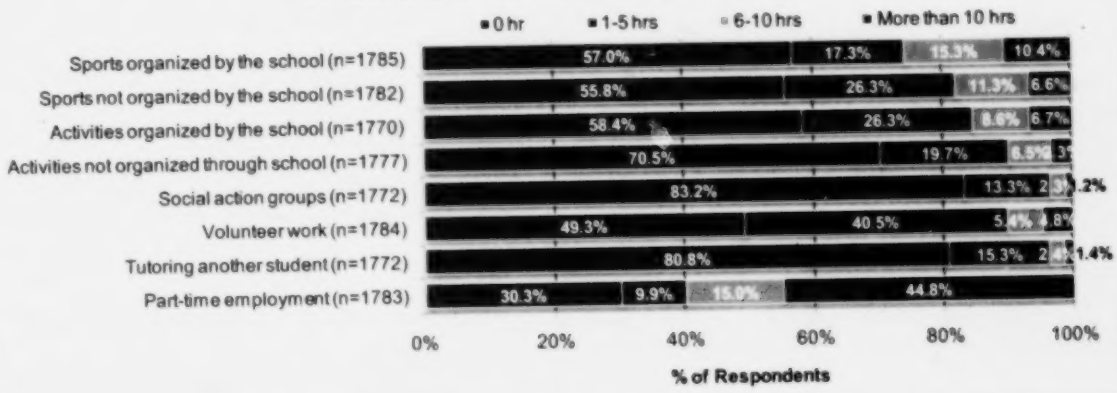
Part-time employment, sports and activities organized by the school were the three activities to which respondents devoted the most time (more than 10 hours a week). The most common activity was part-time employment, on which 45% of respondents spent more than 10 hours a week.

Nearly half of the respondents indicated that they participated in sports activities organized by the school (43%) and outside the school (44%). Just over 15% spent between 6 and 10 hours a week involved in sports organized by the school, while 10% spent more than 10 hours a week. Almost 42% participated in activities organized by their school at least one hour a week (e.g. drama, clubs and student council).

Half of the respondents did at least one hour of volunteer work in the community per week, including 4.8% who volunteered more than 10 hours per week. Nineteen percent of respondents

said they tutored another student for at least one hour a week. Approximately 17% of respondents were involved in social action groups for an hour or more per week.

Figure 10 – Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment
Approximately how many hours per week are you involved in extra-curricular activities and part-time work during the school year?

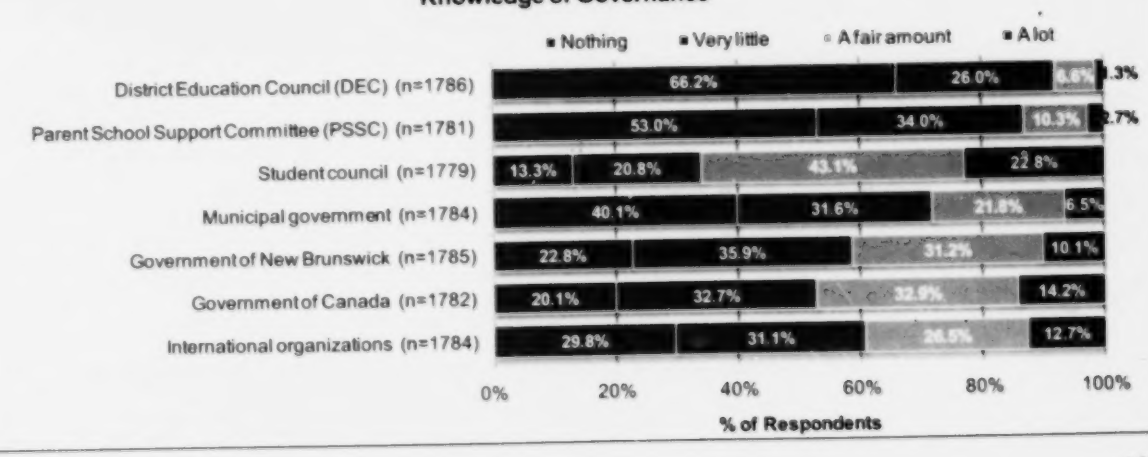


Knowledge of Governance

Respondents had limited knowledge of governance at the school and district level. The majority of respondents knew nothing (66%) or very little (26%) about the District Education Council. Only 13% of respondents said they had a fair amount or a lot of knowledge about the role of the Parent School Support Committee. However, 66% said they had a fair amount or a lot of knowledge about the role of the student council.

Knowledge of government varied by level. Forty-seven percent of respondents knew a fair amount or a lot about the Government of Canada, while 41% said the same about the Government of New Brunswick and 28% about municipal government. Just over 39% of respondents knew a fair amount or a lot about international organizations (e.g. OECD, United Nations).

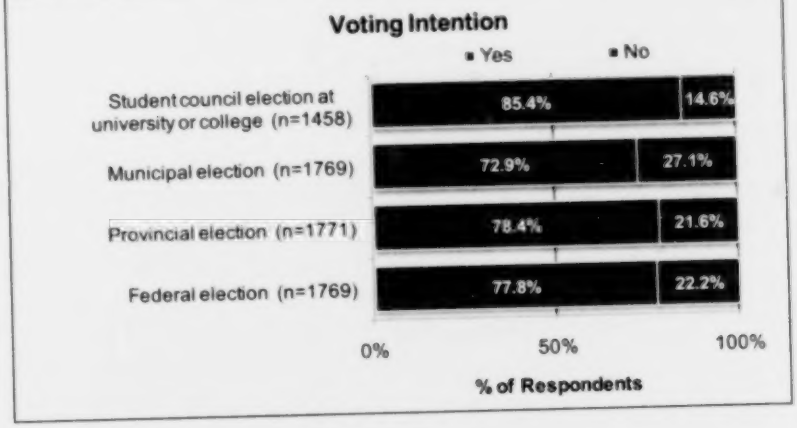
Figure 11 – Knowledge of Governance
How much do you know about the role of each of the following?



Voting Intention

Approximately 78% of respondents said they planned to vote in the next federal and provincial elections or when they were legally entitled to vote. Seventy-three percent also planned to vote in a municipal election. The intention to vote in student council elections at university or college was even higher at 85%.

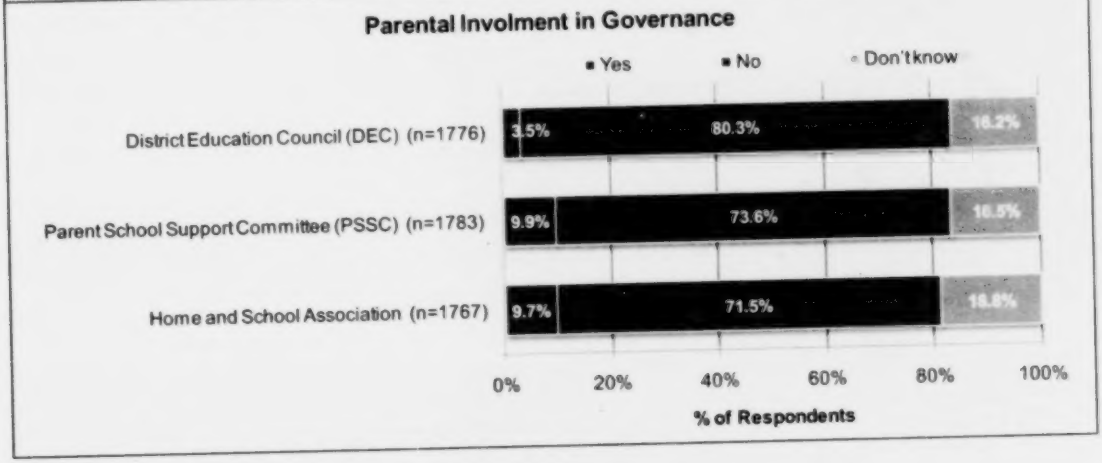
Figure 12 – Voting Intention
Do you plan to vote in the following elections when you are legally entitled to?



Parental Involvement in School and District Governance

About 16% of respondents did not know whether their parents or guardians were involved in school or district governance. Only 3.5% confirmed that their parents were involved in the District Education Council and 9.9% in the Parent School Support Committee. Almost 10% of respondents confirmed that their parents were involved in the Home and School Association.

Figure 13 – Parental Involvement in School and District Governance
Were your parents/guardians involved in the following?



French Immersion

According to respondents, 54% were never enrolled in an immersion program during their studies. Of those enrolled at one point in French Immersion, 55% were enrolled in early immersion and 45% in late immersion.

French Immersion Retention

Of those who had been enrolled in French Immersion at one point during the course of their studies, almost 61% remained in an immersion program, while 29% switched to the English program in high school and 11% switched before or in Grade 8.

Figure 14 – French Immersion
If you were enrolled in French Immersion were you enrolled in:

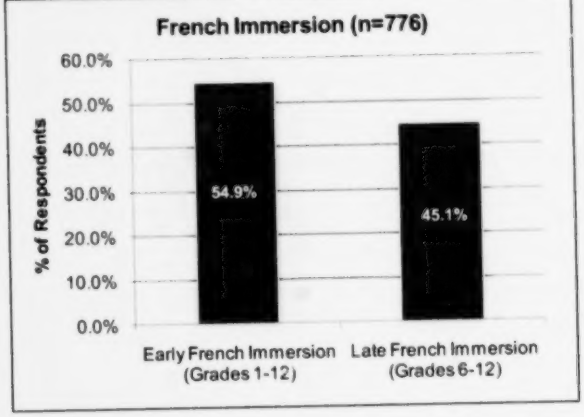
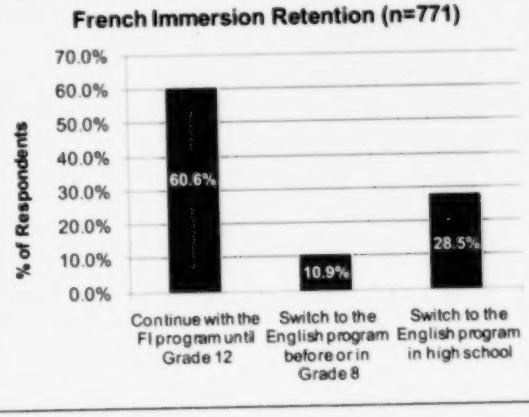


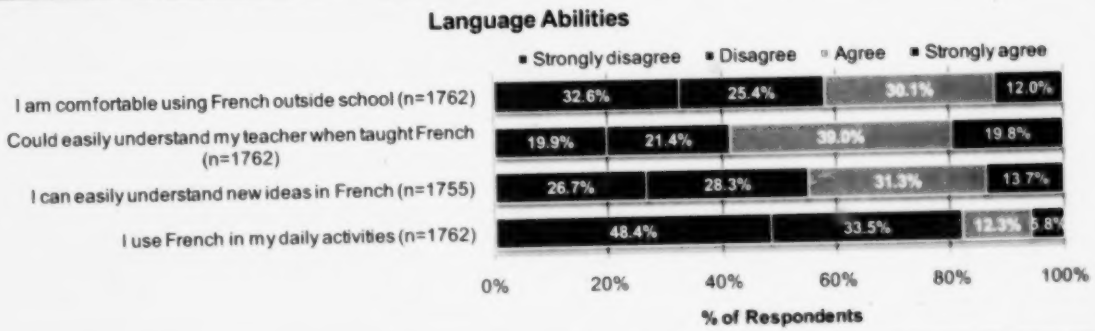
Figure 15 – French Immersion Retention
If you were enrolled in French Immersion did you:



Language Abilities

When asked about their language skills, 42% of respondents said they were comfortable speaking French outside school. However, only 18% indicated using French in their daily activities. When they were taught French as a second language, 59% could easily understand their teacher, and 45% could easily understand new ideas in French.

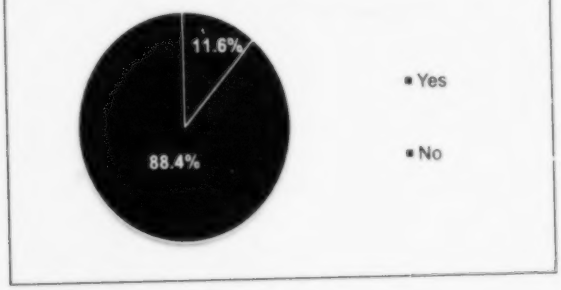
Figure 16 – Language Abilities
Indicate how much you agree with the following statements concerning language skills.



Enrolment in a Third Language Course

Approximately 12% of respondents indicated they were enrolled in a third language course at school.

Figure 17 – Enrolment in a Third Language Course
Were you ever enrolled in a third language course at school?



Third Language

Only 35% of respondents were satisfied with the opportunities their school provided them to participate in third language courses, and only 16% of the respondents were comfortable using a third language.

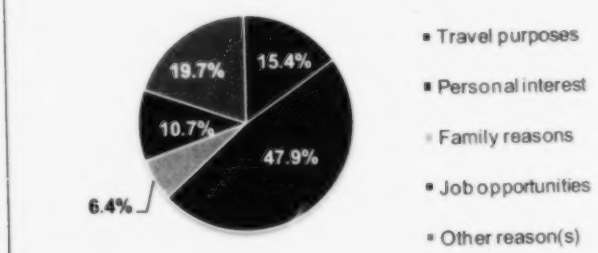
Table 3 – Third Language
Indicate how much you agree with the following statements concerning language skills.

I am comfortable using a third language. (n=1720)	
Strongly disagree	59.9%
Disagree	27.6%
Agree	12.3%
Strongly agree	3.2%
I am satisfied with the opportunities that my school gave me to participate in third language courses. (n=1725)	
Strongly disagree	37.7%
Disagree	27.7%
Agree	29.8%
Strongly agree	4.8%

Main Reason for Enrolling in a Third Language Course

The main reason, given by almost 48% of respondents, for learning a third language, was personal interest, followed by other reasons (20%), travel purposes (15%), job opportunities (11%), or family reasons (6.4%).

Figure 18 – Main Reason for Enrolling in a Third Language Course
What was your <u>main reason</u> for enrolling in a third language course?



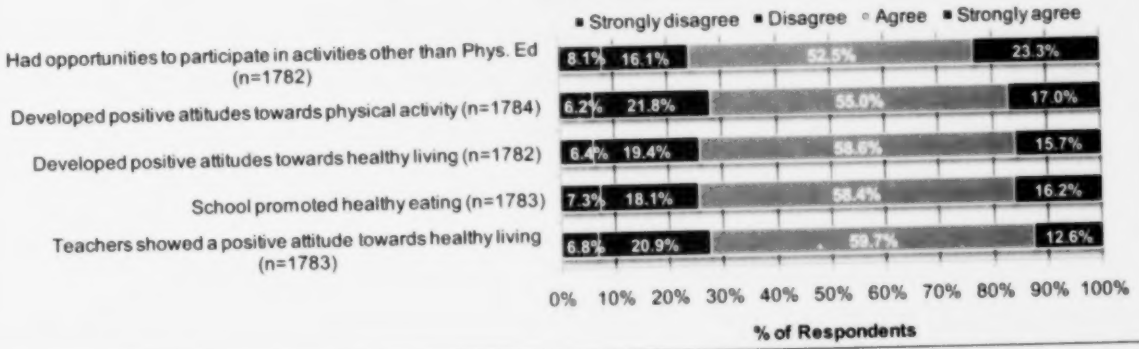
Section G – Physical Activity and Healthy Living

Physical Activity and Healthy Living

The majority of respondents seemed satisfied with the opportunities they were given to participate in, and develop positive attitudes towards physical activity. Seventy-four percent of respondents said their school enabled them to develop positive attitudes toward healthy living and almost three-quarters indicated that their school promoted healthy eating.

Seventy-two percent of respondents agreed or strongly agreed that their teachers showed a positive attitude towards healthy living and health related issues.

Figure 19 – Physical Activity and Healthy Living
Thinking specifically of your high school years, how do you feel about each of the following statements?



Section H – Learning Environment

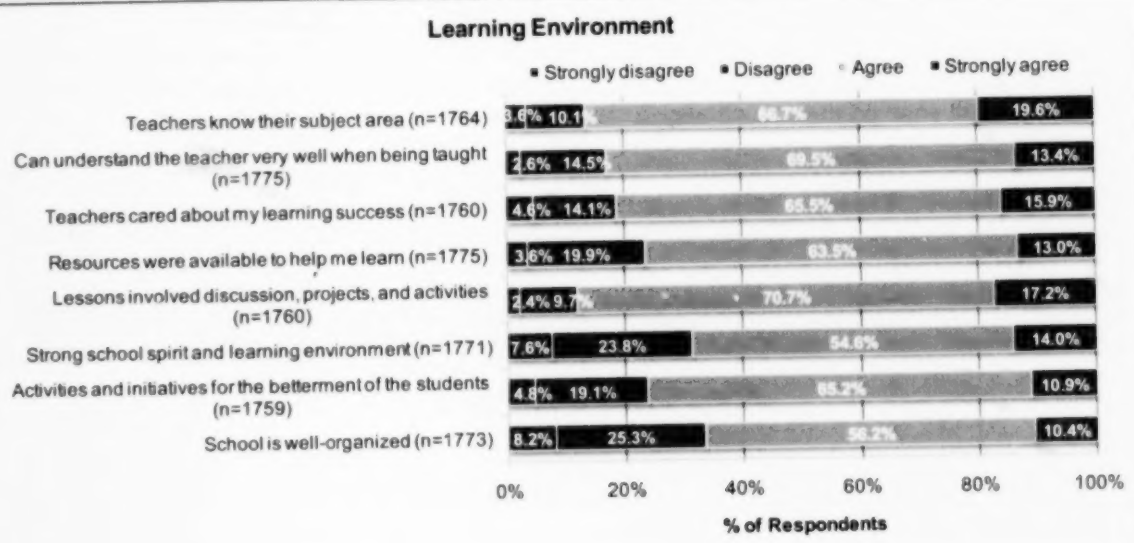
Satisfaction with the Learning Environment

With respect to their high school experience, the vast majority of respondents were satisfied with the learning environment. Eighty-six percent agreed or strongly agreed that their teachers knew their subject area, and more than eight out of ten also said they understood their teacher very well during class.

According to over three-quarters of the respondents, resources were available to help them understand the lessons. Over four respondents out of five said that overall, their teachers cared about their learning success. Nearly 88% said that the lessons involved discussion, projects and activities.

Nearly 69% of the respondents agreed or strongly agreed with the statement that their school had strong school spirit and a positive learning environment. Seventy-six percent said their school offered activities and initiatives for the betterment of students, and two out of three felt their school was well-organized.

Figure 20 – Satisfaction with the Learning Environment
Indicate your overall satisfaction with your high school learning environment.

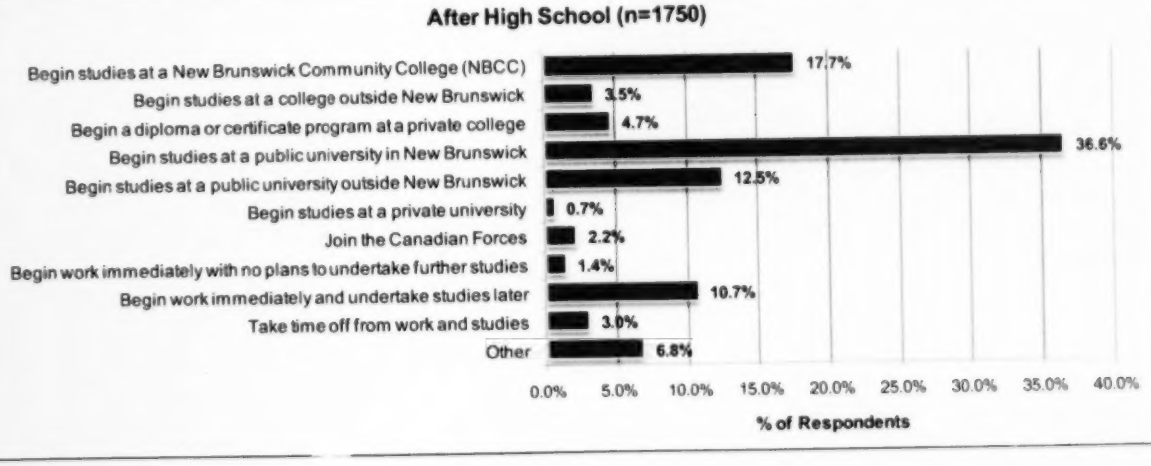


Section I – My Future

Most Likely to do After High School

The majority of respondents intended to pursue their studies after they finished high school. When asked about their future intentions, 37% said they would attend a public university in New Brunswick, and nearly 18% a New Brunswick Community College. A few respondents intended to continue their studies at a university (13%) or a college (3.5%) outside New Brunswick. Less than 11% of the respondents intended to begin working following high school and pursue their studies at a future date. Only 1.4% of respondents intended to begin working immediately with no plans to undertake further studies, and 3.0% intended to take time off from work and studies altogether.

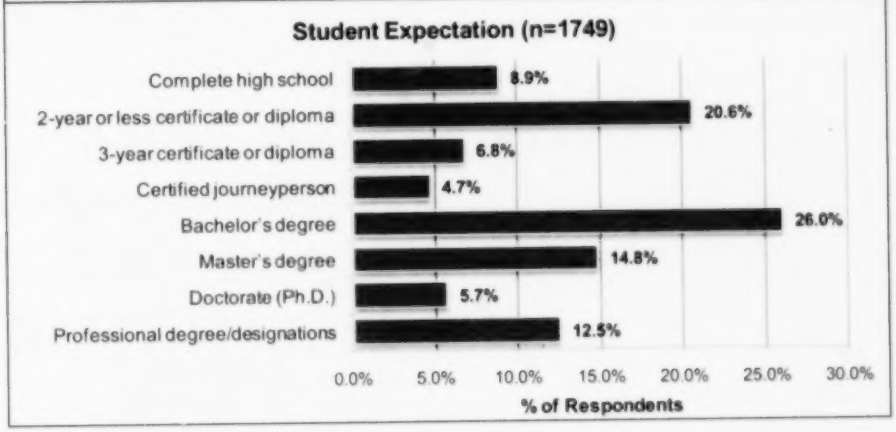
Figure 21 – Most Likely to do after High School
What do you think you are <u>most likely</u> to do after you finish high school?



Expectation Regarding Future Studies

Most respondents expected to obtain a university degree followed closely by a certificate/diploma in two years or less (21%). Over a quarter of the respondents planned to obtain a bachelor's degree, 15% a master's degree, 5.7% a doctorate, and 13% a professional degree/designation (lawyer, dentist, etc.). Only 8.9% of respondents planned to stop at high school.

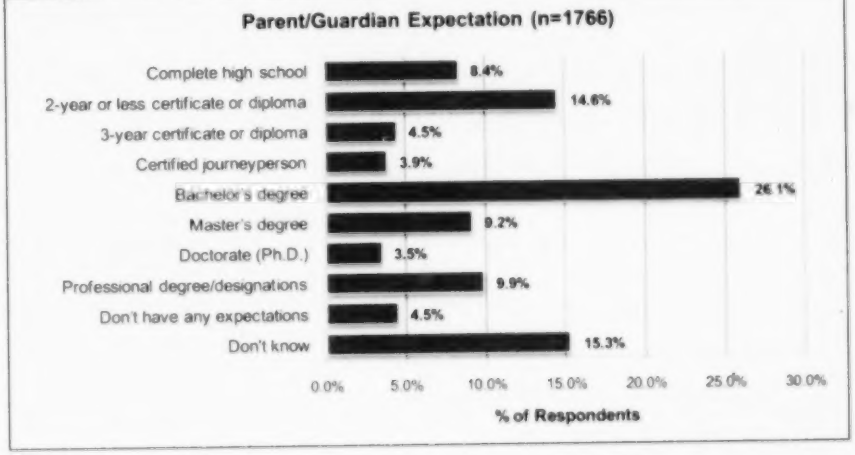
Figure 22 – Expectation Regarding Future Studies
How far do you expect to go in your future studies?



Parent/Guardian Expectations Regarding their Child's Future Studies

According to respondents, obtaining a bachelor's degree and obtaining a certificate/diploma in two years or less were the two most common levels of education expected by parents. These were followed by obtaining a professional degree/designation or a master's degree. Fifteen percent of respondents did not know what their parents expected. It should be noted that only 4.5% of respondents said their parents did not have any expectations regarding their future studies.

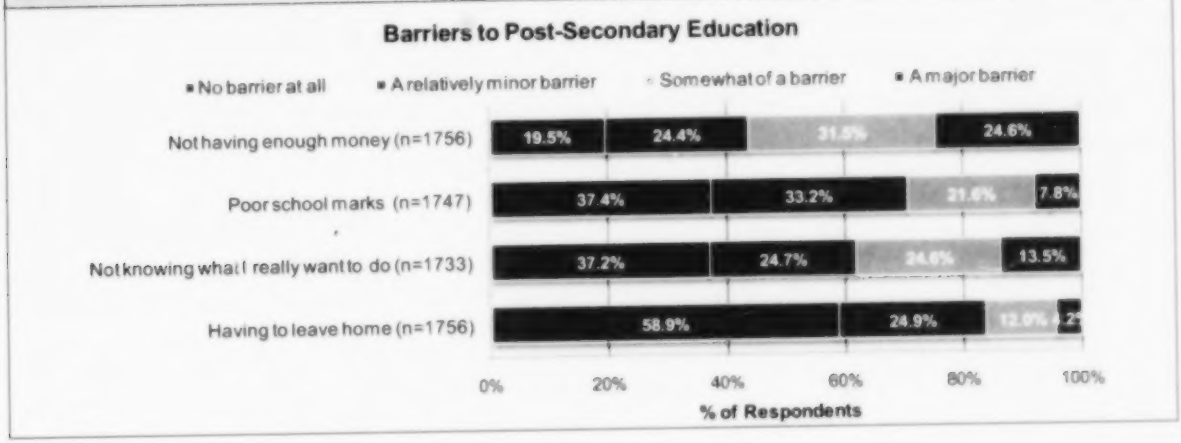
Figure 23 – Parent/Guardian Expectations Regarding their Child's Future Studies
How far do think your parents / guardians expect you to go in your future studies?



Barriers to Pursuing a Post-Secondary Education

According to 56% of respondents, not having enough money was the main barrier to pursuing a post-secondary education. Nearly 25% of respondents believed money was a major barrier, and nearly 32%, somewhat of a barrier. Roughly 14% percent also said that not knowing what they really want to do was a major barrier, and almost 25% said it was somewhat of a barrier. Poor marks were somewhat of a barrier or a major barrier for 29% of respondents. On the other hand, 59% of the respondents did not believe that having to leave home was a barrier, and 25% believed that it was only a relatively minor barrier.

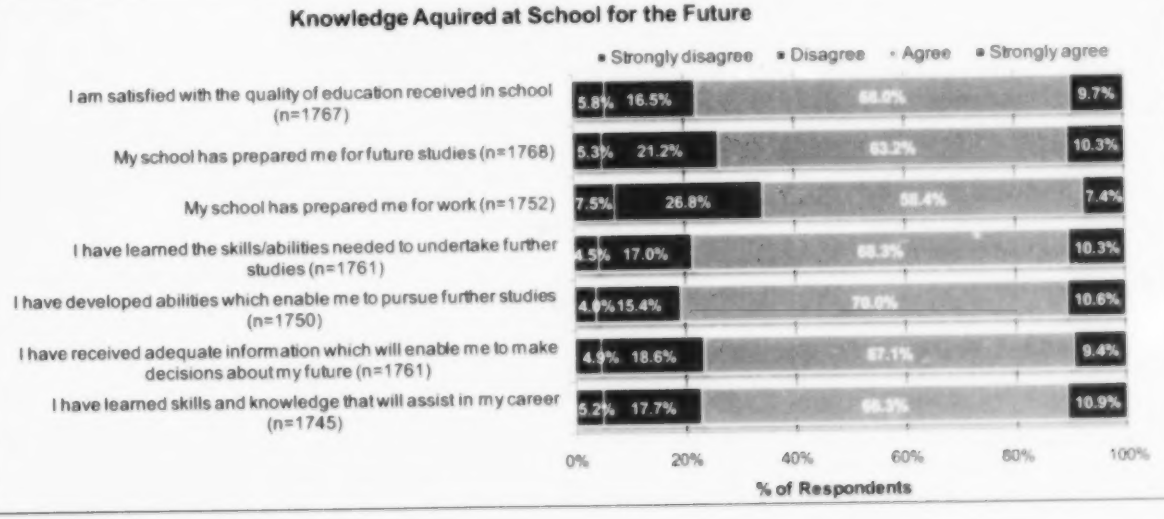
Figure 24 – Barriers to Pursuing a Post-Secondary Education
To what extent do you see the following as barriers for you in furthering your education beyond high school?



Satisfaction with the Knowledge Acquired at School

The majority of respondents appeared satisfied with the knowledge they acquired at school. Just over three-quarters of respondents said they were satisfied with the quality of education received in school and believed they had learned the skills and developed the abilities needed to pursue further studies. Almost 74% of respondents believed that school prepared them for post-secondary studies and 66% for work. Lastly, 77% of respondents agreed or strongly agreed with the statement that they received adequate information to make decisions about their future.

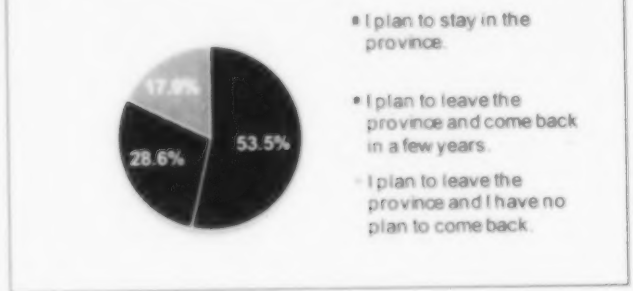
Figure 25 – Satisfaction with the Knowledge Acquired at School
Indicate how you feel about each of the following statements.



Plans to Stay in the Province

Almost fifty-four percent of respondents planned to stay in the province and 29% planned to leave the province but come back in a few years. Only 18% of respondents planned to leave the province with no plan to come back.

Figure 26 – Plans to Stay in the Province
Are you planning to stay in the province in the future?


Plans to Stay in the Province (n=1763)
17.8%
53.5%
28.6%
I plan to stay in the province.
I plan to leave the province and come back in a few years.
I plan to leave the province and I have no plan to come back.

Participation in a Follow-up Survey

Almost 48% of respondents agreed to be contacted for a follow-up survey.

Table 4 – Participation in a Follow-up Survey
In the future, would you agree to be contacted to answer a follow-up survey?

Yes	47.7%
No	52.3%

Appendix
2009 "What's on Your Mind"
Grade 12 Exit Survey

2009 "What's on Your Mind?" Grade 12 Exit Survey

New Nouveau Brunswick
Be...in this place · Être...ici on le peut

Introduction

You have been chosen to participate in a survey of Grade 12 students in order to help us (the Department of Education, your school district and school) understand your opinions of your school experience, activities and future plans.

Your answers are **confidential** and important to us.

Thank you for taking the time to participate.

Instructions

Read every question carefully, and then answer each question by filling in the appropriate bubble.

Each bubble must be filled completely.

For example:

Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
①	②	●	③

Answer each question. If a question does not apply to you, fill in the not applicable (N/A) bubble. Only one answer is accepted for each question.

Unless otherwise indicated, the questions relate to your high school (9-12) experience.

The survey will take approximately 30 minutes to complete.

You may now proceed

2009 "WHAT'S ON YOUR MIND?" GRADE 12 EXIT SURVEY

New Nouveau Brunswick
Be...in this place - Être...ici on le peut

SECTION A: Demographic Information

A1) **Are you male or female?**

- Male ①
- Female ②

A2) **What language do you speak at home most or all of the time?**

- English ①
- French ②
- Equally both French and English ③
- Other Language(s) ④

A3) **How old are you?**

- 16 or under ①
- 17 ②
- 18 ③
- 19 ④
- 20 ⑤
- 21 or over ⑥

A4) **Are you?**

- An Aboriginal person living on a First Nation ①
- An Aboriginal person not living on a First Nation ②
- A visible minority *(other than Aboriginal)* ③
- None of the above ④

A5) **Are you?**

- A landed immigrant in Canada ①
- A non-permanent resident of Canada ②
- A Canadian citizen born in Canada ③
- Other ④

A6) **With whom do you live most or all of the time?**

- Both parents ①
- Mother only ②
- Father only ③
- Time shared between mother and father ④
- Guardian(s) ⑤
- Other ⑥

A7) **Do you have a disability?**

- Yes ①
- No ②

SECTION B: Academic Background

B1) **Do you follow a special education plan?**

- Yes ①
- No ②

B2) **What were your <u>most recent</u> final marks in the following subject areas?**
(If you were never enrolled in one of the following courses, indicate N/A.)

<u>NOTE: If you are following a special education plan and you do not receive marks, indicate N/A to the following questions.</u>

		N/A	*90% or more*	*80%-89%*	*70%-79%*	*60%-69%*	*Less than 60%*
a)	Mathematics	⓪	①	②	③	④	⑤
b)	English	⓪	①	②	③	④	⑤
c)	French second language	⓪	①	②	③	④	⑤
d)	Biology	⓪	①	②	③	④	⑤
e)	Physics	⓪	①	②	③	④	⑤
f)	Chemistry	⓪	①	②	③	④	⑤
g)	Computer science *(any)*	⓪	①	②	③	④	⑤
h)	Law	⓪	①	②	③	④	⑤
i)	History *(any)*	⓪	①	②	③	④	⑤
j)	Environmental science	⓪	①	②	③	④	⑤

	Never had to take a course more than once	*1 course*	*2 courses*	*3 courses*	*More than 3 courses*
B3) **Did you have to take any high school courses more than once in order to receive a passing mark? If <u>yes</u>, how many?**	⓪	①	②	③	④

2009 "WHAT'S ON YOUR MIND?" GRADE 12 EXIT SURVEY

New Nouveau Brunswick
Be...in this place - Être...ici on le peut

SECTION C: School Environment

C1) **How do you feel about each of the following statements?**

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
a)	Discipline is managed effectively at school.	1	2	3	4
b)	Students are generally well behaved in class.	1	2	3	4
c)	Students are generally well behaved outside of the classroom *(e.g. in the hallways, on the bus, on school property)*.	1	2	3	4
d)	My school is a safe environment.	1	2	3	4
e)	Learning is interrupted by discipline problems.	1	2	3	4
f)	I felt respected at school.	1	2	3	4
g)	My school is a place where I never felt like an outsider.	1	2	3	4
h)	I enjoyed my school experience.	1	2	3	4
i)	My school experience was academically challenging.	1	2	3	4
j)	The variety of courses available met my expectations.	1	2	3	4

C2) **Answer the following questions regarding bullying at school.**

		Yes	*No*
a)	I was bullied during my high school years.	1	2
b)	I was bullied during my middle school years.	1	2
c)	I was bullied during my elementary school years.	1	2

C3) **Answer the follow-up questions regarding bullying at school.**

NOTE: if you were never bullied at school, indicate N/A to the following questions.

		N/A	*Yes*	*No*
a)	Did the bullying occur frequently *(at least once a week)*?	0	1	2
b)	Did the bullying usually come from the same students?	0	1	2

		N/A	Yes	No
c)	Did you report the bullying to your teachers?	0	1	2
d)	Did you inform your parent/guardian that you were bullied at school?	0	1	2
e)	Was the bullying issue resolved?	0	1	2

SECTION D: E-Learning and New Technologies

D1) **Indicate your level of satisfaction for each of the following statements.**

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
a)	Access to computers in school.	1	2	3	4
b)	My ability to use computers effectively.	1	2	3	4
c)	Opportunities that my school gave me to improve my computer skills.	1	2	3	4
d)	Usefulness of the computer skills acquired.	1	2	3	4
e)	Opportunities that my school gave me to participate in online courses.	1	2	3	4

D2) **Indicate 'yes' or 'no' to the following questions regarding e-learning and new technologies.**

		N/A	Yes	No
a)	During high school, did you enroll in an online language course?		1	2
b)	During high school, did you enroll in an online course <u>other than</u> language?		1	2
c)	Are you satisfied with the online course you were enrolled in? *(If you did not enroll, indicate N/A.)*	0	1	2
d)	At school, did you often use computer technology (Internet, CD ROM) as a source of research?		1	2
e)	At home, did you often use computer technology (Internet, CD ROM) as a source of research for school projects?		1	2
f)	During high school, did the majority of your teachers use computer technology as a learning tool?		1	2
g)	Are you comfortable using computer technology as a learning tool?		1	2

SECTION E: Enrichment Opportunities

E1) **Answer the following questions regarding enrichment opportunities.**

		N/A	Never	Rarely	Sometimes	Regularly
a)	Have you had opportunities in high school to participate in cultural activities organized through school *(e.g. plays, visits to museums, art galleries, musical grpups)?*		1	2	3	4
b)	Have you had opportunities in high school to participate in cultural activities organized outside of school *(e.g. visited a museum or went to a play with your parents/guardians)?*		1	2	3	4
c)	How often do you use the public or school library resources?		1	2	3	4
d)	How often do you read the newspaper, online news or watch TV news?		1	2	3	4
e)	If you needed any, did you receive tutoring during high school? *(If you did not need any, indicate N/A.)*	0	1	2	3	4

E2) **Did you participate in any of the following during high school?**

	Yes	No
a) Co-op / work experience program	1	2
b) Youth Apprenticeship Program	1	2

E3) **Answer the following questions regarding experiential learning opportunities.**

		Never	Rarely	Sometimes	Regularly
a)	Have you had opportunities in high school to take courses in the trades?	1	2	3	4
b)	Have you had opportunities in high school to take courses in the arts, including music?	1	2	3	4
c)	Have you had opportunities in high school to participate in volunteer learning experiences *(e.g. volunteered as part of a classroom activity or assignment)?*	1	2	3	4
d)	Have you had opportunities in high school to participate in work-based learning *(e.g. cooperative education courses)?*	1	2	3	4

E4) **Approximately how many hours per week are you involved in extra-curricular activities and part-time work during the school year?**

		0	1-5	6-10	More than 10
a)	Sports organized by the school *(e.g. varsity basketball, hockey)*	1	2	3	4
b)	Sports not organized by the school *(e.g. minor hockey, soccer club)*	1	2	3	4
c)	Organized activities by the school *(e.g. drama, clubs, band, student council)*	1	2	3	4
d)	Organized activities not through the school *(e.g. Cadets, Junior Achievement)*	1	2	3	4
e)	Social action groups *(e.g. environment, animal protection, politics)*	1	2	3	4
f)	Volunteer work in your community	1	2	3	4
g)	Tutoring another student	1	2	3	4
h)	Part-time employment	1	2	3	4

E5) **How much do you know about the role of each of the following?**

		Nothing	Very little	A fair amount	A lot
a)	District Education Council (DEC)	1	2	3	4
b)	Parent School Support Committee (PSSC)	1	2	3	4
c)	Student council	1	2	3	4
d)	Municipal government	1	2	3	4
e)	Government of New Brunswick	1	2	3	4
f)	Government of Canada	1	2	3	4
g)	International organizations *(e.g. United Nations, World Trade Organization, NATO)*	1	2	3	4

E6) **Do you plan to vote in the following elections when you are legally entitled to?**

		N/A	Yes	No
a)	Student council election at university or college *(If you don't plan to attend a post-secondary institution, indicate N/A.)*	0	1	2
b)	Municipal election		1	2
c)	Provincial election		1	2
d)	Federal election		1	2

E7) **Were your parents/guardians involved in the following?**

		Yes	*No*	*Don't know*
a)	District Education Council (DEC)	①	②	③
b)	Parent School Support Committee (PSSC)	①	②	③
c)	Home and School Association	①	②	③

SECTION F: Language Skills

F1) **If you were enrolled in French Immersion, were you enrolled in:**

- Early French Immersion (Grades 1-12) ①
- Late French Immersion (Grades 6-12) ②
- Never enrolled in French Immersion *(English program/Core French)* ③

F2) **If you were enrolled in French Immersion did you:**

- Continue with the French Immersion program until Grade 12? ①
- Switch to the English program before or in Grade 8? ②
- Switch to the English program in high school? ③
- N/A *(I was never enrolled in French Immersion)* ⓪

F3) **Indicate how much you agree with the following statements concerning language skills.**

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
a)	I am comfortable using French outside school.	①	②	③	④
b)	When I was last taught French second language, I could easily understand my teacher.	①	②	③	④
c)	I can easily understand new ideas in French.	①	②	③	④
d)	I use French in my daily activities.	①	②	③	④
e)	I am comfortable using a third language.	①	②	③	④
f)	I am satisfied with the opportunities that my school gave me to participate in third language courses.	①	②	③	④

F4) **Were you ever enrolled in a third language course at school?**

- Yes ①
- No ②

F5) **What was your <u>main reason</u> for enrolling in a third language course?**

- Travel purposes ①
- Personal interest ②
- Family reasons ③
- Job opportunities ④
- Other reason(s) ⑤
- I was never enrolled in a third language class ⓪

SECTION G: Physical Activity and Healthy Living

G1) **Thinking specifically of your high school years, how do you feel about each of the following statements?**

		Strongly Disagree	*Disagree*	*Agree*	*Strongly agree*
a)	My school has provided opportunities to participate in exercise or physical activity other than phys. ed. class.	①	②	③	④
b)	My school has enabled me to develop positive attitudes towards physical activity.	①	②	③	④
c)	My school has enabled me to develop positive attitudes towards healthy living.	①	②	③	④
d)	My school promoted healthy eating by providing easy access to healthy food and snacks.	①	②	③	④
e)	Teachers showed a positive attitude towards healthy living and health related issues.	①	②	③	④

SECTION H: Learning Environment

H1) **Indicate your overall satisfaction with your high school learning environment.**

		Strongly Disagree	*Disagree*	*Agree*	*Strongly agree*
a)	Teachers know their subject area.	①	②	③	④
b)	When I am being taught, I can understand the teacher very well.	①	②	③	④
c)	Overall, teachers cared about my learning success.	①	②	③	④
d)	If I did not understand a lesson in class, resources were available to help me learn.	①	②	③	④
e)	Lessons involved discussion, projects, and activities.	①	②	③	④
f)	My school has a strong school spirit and learning environment.	①	②	③	④
g)	My school offers activities and initiatives for the betterment of the students.	①	②	③	④
h)	I feel my school is well-organized.	①	②	③	④

SECTION I: My Future

I1) **What do you think you are <u>most likely</u> to do when you finish high school?** *(Only one answer is accepted.)*

- Begin studies at a New Brunswick Community College (NBCC) ①
- Begin studies at a college outside New Brunswick *(e.g. CEGEP, Holland College)* ②
- Begin a diploma or certificate program at a private college *(e.g. CompuCollege, cosmetology school)* ③
- Begin studies at a public university in New Brunswick *(e.g. UNB, UdeM, STU, Mount Allison)* ④
- Begin studies at a public university outside New Brunswick *(e.g. Dalhousie, Acadia, McGill, Carleton)* ⑤
- Begin studies at a private university *(e.g. Atlantic Baptist, Lansbridge)* ⑥
- Join the Canadian Forces ⑦
- Begin work immediately with no plans to undertake further studies ⑧
- Begin work immediately and undertake studies later ⑨
- Take time off from work and studies *(e.g. travel)* Ⓐ
- Other Ⓑ

I2) **How far do <u>you</u> expect to go in your future studies?** *(Only one answer is accepted.)*

- Complete high school ①
- 2-year or less certificate or diploma ②
- 3-year certificate or diploma ③
- Certified journeyperson ④
- Bachelor's degree ⑤
- Master's degree ⑥
- Doctorate (Ph.D.) ⑦
- Professional degree/designations *(e.g. Medicine, Dentistry, Law)* ⑧

I3) **How far do you think <u>your parents/guardians</u> expect you to go in your future studies?** *(Only one answer is accepted.)*

- Complete high school ①
- 2-year or less certificate or diploma ②
- 3-year certificate or diploma ③
- Certified journeyperson ④
- Bachelor's degree ⑤
- Master's degree ⑥
- Doctorate (Ph.D.) ⑦
- Professional degree/designations *(e.g. Medicine, Dentistry, Law)* ⑧
- My parents/guardians don't have any expectations. ⑨
- I do not know my parents'/guardians' expectations regarding my future studies. Ⓐ

I4) **To what extent do you see the following as barriers for you in furthering your education beyond high school?**

		No barrier at all	*A relatively minor barrier*	*Somewhat of a barrier*	*A major barrier*
a)	Not having enough money to pay for education/ training	①	②	③	④
b)	Poor school marks	①	②	③	④
c)	Not knowing what I really want to do	①	②	③	④
d)	Having to leave home	①	②	③	④

I5) **Indicate how you feel about each of the following statements.**

		Strongly Disagree	*Disagree*	*Agree*	*Strongly agree*
a)	I am satisfied with the quality of education received in school.	①	②	③	④
b)	My school has prepared me for future studies.	①	②	③	④
c)	My school has prepared me for work.	①	②	③	④
d)	I have learned the skills/abilities needed to undertake further studies *(university, college)*.	①	②	③	④
e)	I have developed abilities which enable me to pursue further studies *(university, college)*.	①	②	③	④
f)	I have received adequate information which will enable me to make decisions about my future.	①	②	③	④
g)	I have learned skills and knowledge that will assist in my career.	①	②	③	④

I6) **Are you planning to stay in the province in the future?** *(Only one answer is accepted.)*

- I plan to stay in the province. ①
- I plan to leave the province and come back in a few years. ②
- I plan to leave the province and I have no plan to come back. ③

	Yes	*No*
I7) **In the future, would you agree to be contacted to answer a follow-up survey?**	①	②

This now completes the Exit Survey.
Thank you for your cooperation.